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ABSTRACT

The compensatory educational program for migrant children in the State of Washington consisted of regular term education projects, summer school projects, and 2 centers operated for the purpose of training teachers and aides. The purpose of the migrant student education projects was to deliver compensatory instruction and services designed to provide migrant students with an equal opportunity. Four broadly stated objectives discussed and evaluated in the report are language development, health, the record transfer system, and project monitoring. Accomplishments of the summer term program and some exemplary or innovative features of programs are described. Major findings include that the migrant program met its objectives, that participation of migrant parents in determining program purpose and objectives was strong throughout the state, and that the weakest part of the program was the evaluative function and the reporting of project effect. Nine recommendations are made for program improvement. Information on teacher and teacher aide training and an overview of summer migrant programs are included. Related documents are ED 047 883 and ED 047 884. (PS)

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1971

annual report and evaluation

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ANNUAL REPORT

AND

EVALUATION

Washington State Migrant Programs

Implemented Under Title I, Public Law 89-750

1970-71

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INTRODUCTION

The Washington State Migrant Children's Education Program is in the fifth year under the compensatory education funds made available through Title I of the Elementary and Secondary Education Act, as Amended by Public Law 89-750. Progress has been made toward meeting the needs of the migrant child "...who has moved with his family from one school district to another during the past year in order that the parent or other member of his family might secure employment in agriculture or in related food processing activities.

We know that these children are getting much needed individualized attention and categorical aid, when they are in attendance in migrant project schools. Furthermore, a complex record system and data network is keeping track of much that is happening to children. The reader will find evidence of this progress in this report. However, the reader will find that the evidence available shows also that much remains to be accomplished. We must get more of the true migrants into programs. We need a better system of gauging the progress being made by students. There is also need for more program attention to be focused upon the migrant student at the secondary level.

While recognizing that the past migrant education programs have shortcomings, we also are aware of the strengths in them. We commend the dedicated school and community people who are determined with us that these strengths will be built upon and extended so that the objectives for migrant children's education can be fully realized. We can use new-found knowledge and understanding, together with the proper methods and materials, to make certain that migrant children gain rightful places and equal opportunities in the American society.

* * * * *

THE LOCALE

The Washington State education program for migrant children is largely operative in 11 of the 39 counties of the State.

The agricultural areas of the State determine the location of services to agricultural migrant people and their children. Only the river valleys and the flat table lands are tillable and irrigable. These areas are located mainly along the Yakima and Columbia Rivers and their tributaries. A large upland area is in the central part of the State known as the Columbia Basin. The Counties involved include Yakima, Benton, Franklin, Grant, Adams, Walla Walla, Columbia, Chelan, Douglas, and Okanogan. A few migrants also work in Skagit and Whatcom Counties.

The economies in all of these areas are related largely to agriculture. The migrant workers, both in the fields and in related industries, are mainly Americans of Mexican descent or Anglos. A few American Indians also migrate to harvest crops.

Early in the spring, migrant labor is used in the lower valleys to harvest asparagus. In almost a sequential pattern, activities follow stringing hops; planting; thinning sugar beets; harvesting early vegetables and soft fruits; and harvesting hops, potatoes, corn, bulbs, and hard fruits. The season may end with the sugar beet harvest, or apples in the north valleys.

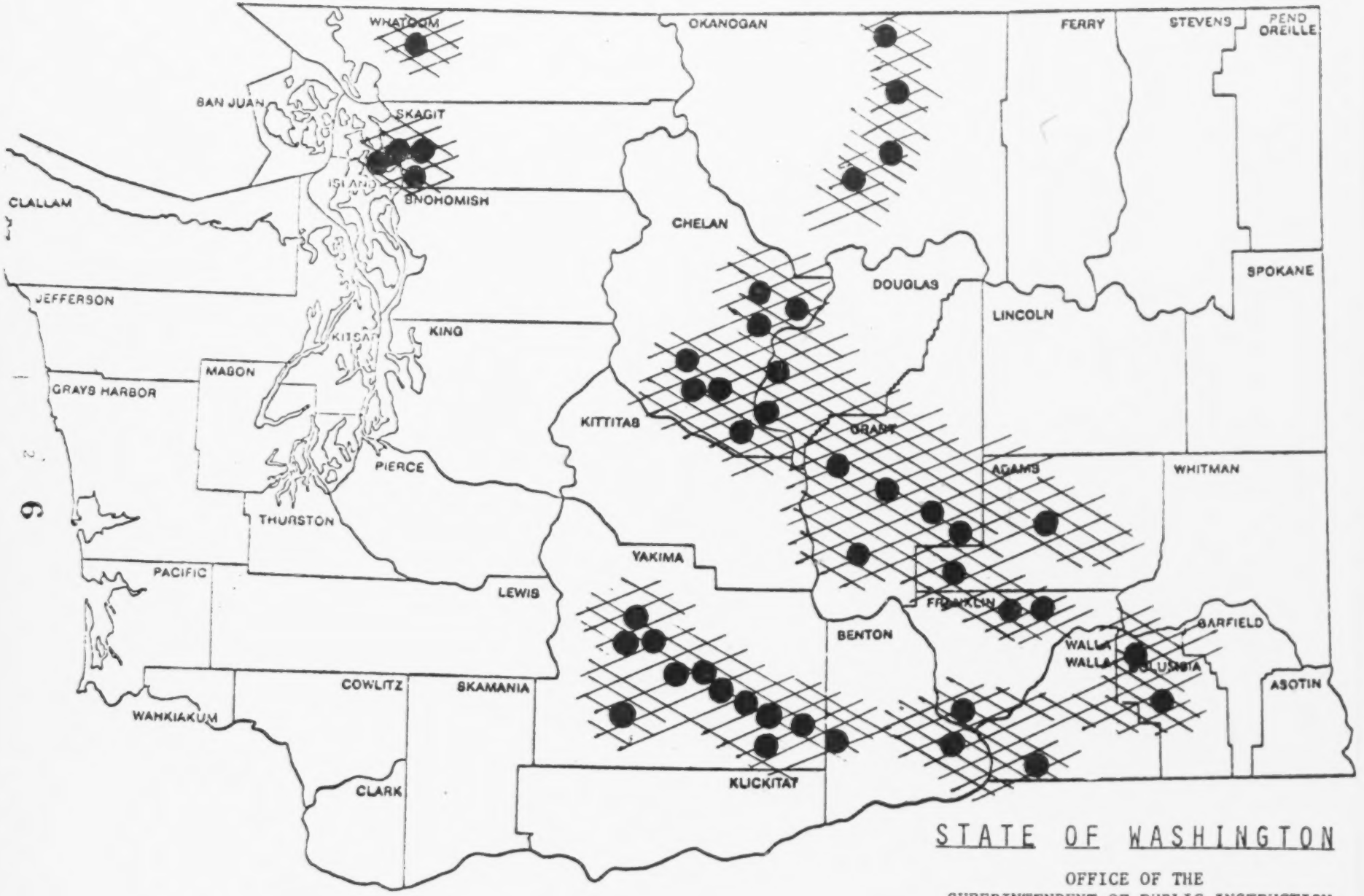
The trends are rapidly progressing toward mechanization, leaving fewer stoop labor jobs in the State. Fruit is being grown on dwarf trees which require less labor to harvest. As a result, many migrant families drop out of the "streams" each year and try to settle instate. Though migrant children may as a result participate in a more regular and sequential educational program, many of them will continue for a few years to need compensatory programs through which they may gain lost experiences and instructions.

THE EDUCATIONAL SYSTEM

The Migrant Education Program under Title I of Public Law 89-750 served more than 7,900 settled-out and/or "true" migrant children during Fiscal Year 1971 in 184 schools in 43 school districts. The schools comprised grades K through 12, although the majority of children served were in grades K through 8.

The school system implementing migrant education projects ranged in size from 80 total enrollment at Orondo to more than 13,000 at Yakima. The migrant projects served migrant children in groups ranging from 4 at Lind to 785 in Yakima. (Statistics from the Month of May 1971.)

LOCATIONS OF MIGRANT FAMILIES



STATE OF WASHINGTON

OFFICE OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION

0 10 20 30 40 50 60 70 80 90 100

GRAPHIC SCALE IN MILES

THE FINANCIAL STATUS OF THE SCHOOL SYSTEMS

The state school systems have depended less and less upon state funds over the past few years, "...whereas the national trend has been that the state share of public finance has been growing faster than the local share, 3) the State of Washington is the reverse. The percentage of state support in Washington has declined steadily from 63% in 1962-63 to 49% in 1970-71."[1] The level of state support in F-71 was $365 per pupil, while the average expenditure per pupil over the State, without transportation, was approximately $760. An additional approximately $40 per pupil was spent in transportation.

Taken without three small districts that spent an average of $1,385 per pupil, the school districts in which migrant children were educated spent an average of $732. These figures are also without transportation costs. This data points up very well the need for compensatory funds in the districts having an influx of migrant children.

NEEDS ASSESSMENT

The needs for a compensatory educational program in the State of Washington for migrant children has been recognized for several years by many people and agencies. Prior to any federal funding, private funds were sought for pilot projects implemented in two areas of the State. After OEO funds were available, several schools implemented projects through direct funding with that agency. In early 1967, the State Office of Economic Opportunity contracted for a survey of migrant farm workers in Washington State. The recommendations for migrant education programs have, with one exception, been implemented and expanded since that time to meet the needs identified by the study and others since identified.

Assessment of needs of migrant children has been continued through the involvement of teachers, program directors, administrators, and parents. A State Advisory Committee has met infrequently to discuss the needs and to recommend program changes over the past three years. A strong emphasis and priority has been placed upon contact with the migrant families and the establishment of local advisory committees. Although these committees or councils were not always as representative of the target groups as they now are, they served their purpose well. As school boards and administrators are learning to trust parents councils to recommend, plan, and evaluate programs implemented for their own children, the needs are better met.

---

[1]George M. Eisentrout, "Statement to the House Appropriations Committee," February 29, 1971, quoting an abstract from "The Need For Change In State Public School Finance Systems," by Stephen J. Weiss, in New England Economic Review, January/February, 1970.

SCOPE OF THE PROGRAM

The Consolidated Program Information Report shows an unduplicated count of 6,382 migrant children served in academic programs during the regular term and 1,764 served during the summer. However, 10,932 migrant children participated in programs and/or were served by the Uniform Migrant Record Transfer System during the fiscal year 1971.

The specific objectives of the program were to provide compensatory education for all migrant children of school age, kindergarten through twelfth grade, with priorities being English-language development and health. Training for teachers and other staff personnel who instruct migrant children or prepare programs was also an important objective. The development and distribution of learning materials appropriate for use with migrant children was one objective. Another component was directed at training practice teachers in their junior year in college by providing special courses and practice-teaching experience in migrant schools. The final objective was to participate fully in the Interstate Uniform Migrant Record Transfer System.

PERSONNEL

The 1970-71 regular term education projects for migrant students were conducted in 184 schools in 43 school districts and by involving 726 teachers, 256 teacher aides, 56 home visitors, 50 counselors, and 101 administrators. The ethnic breakdown of the minority staff members included 167 Mexican Americans, 18 American Indians, 9 Blacks, and 13 other minorities.

Summer school projects for migrant students were conducted in 17 school districts. The staff involved included 135 teachers, 90 teacher aides, 17 school nurses, 17 administrators, and numerous support services personnel such as cooks, bus drivers, and building custodians. The ethnic breakdown of the summer staff was approximately the same as for the regular term in ratio to the number of children being served.

Two centers were operated for the purposes of training teachers, practice teachers, and aides. These centers also gathered, developed, and distributed materials and information. The staff consisted of 2 directors, 9 curriculum and training consultants, and 13 support personnel such as librarians, machine operators, secretaries, and clerks. Other personnel important to the program besides the director were two field consultants and monitors, a director of the Uniform Record System, and six records terminal operators. (See Appendix A, Moses Lake Center. See separate report for the Toppenish Center.)

The general pattern of the regular term projects in the schools was an integrated program in which migrant children were placed with children their own age in regular classes. In cases where children were bilingual but teachers were not, bilingual aides were placed in the classroom. Children were instructed by the teachers and/or aides in small groups or individually. Many programs provided specialists who instructed the migrant children in language development skills--including reading. These projects were in conjunction with and over and above the regular school programs, while the summer schools were, almost without exception, operated as the only school in districts during the summer.

Regular term programs were for nine months, or for as long as the migrant children were in the area. Summer projects were usually for six weeks. The center personnel were on duty twelve months, less leave time, from September 1 through August 31.

Staff were recruited to serve the specific objectives of the projects. Whenever training was needed, it was provided for through the centers or the school districts implementing the projects.

One of the main difficulties encountered was in the recruitment of bilingual certified teachers and counselors. Because of this, paraprofessionals who were bilingual were recruited and trained to work with the monolingual professional staff.

PROCEDURES

The period of time covered by this report is from September 1, 1970, through August 31, 1971. Although parts of this report deal with the two centers established for the program, a separate report will be available for the Center for the Study of Migrant and Indian Education at Toppenish, Washington. The second center, whose activities are covered by this report, is located at Moses Lake, Washington. These centers serve the two main areas where migrant children's education programs are implemented. These are known generally as the Yakima Valley and the Columbia Basin.

The migrant children's education programs were in the existing and regular school buildings with the exception of cases where an unusually heavy influx of migrant families made it necessary to provide relocatable buildings for the purpose of instruction.

Two consultants worked in the program full time, visiting each project several times during the duration. Besides monitoring activities, these consultants worked with the various districts in planning projects, assisting with parent council formations, the dissemination of information, and in helping teachers and others understand the various cultures with which they were working.

As a result of these reviews of the projects, changes were frequent in order to better meet the changing needs of migrant children. Flexibility was in this way built into the projects.

The consultants from the centers and those in the field gave inservice training to teachers and aides. Some of this training was delivered to individuals, small groups, or teachers from several districts at once. Many inservice courses were taught at the Centers through extension classes for credit or without.

ACTIVITIES OR SERVICES

The migrant student education projects mainly were for the purpose of delivering compensatory instruction and services which were designed to provide these students with an equal opportunity. Students who were behind academically were assisted in catching up. If other services such as special counseling, health, or nutrition were needed, these were provided. The over-all objective for equal opportunity in school may have required such additional assistance as payment of special fees, the purchase of special materials, or emergency medical attention. These services were typically provided to the migrant students in the various projects.

Most projects delivered services to the migrant child on an individualized basis. Even when children were in the regular classroom, special and individual attention was rendered through the teacher-supervised aides or through the services of specialists. Special reading teachers, tutors, nurses, counselors, home visitors, and others, delivered services much as needs of individuals were identified.

A general standard for teacher-pupil ratio in summer migrant projects was 1 to 20 and an aide assigned to the class. During the regular term, the ratio was more commonly one teacher and one aide to a class of from 20 to 30 pupils. However, the aide worked with only the migrant children in these mixed classes of regular students and migrant students.

Typical mixed classes were instructed by regular certificated teachers, assisted by an aide, at least part of the day. The aide worked with individuals or small groups in drill work, using games and other special equipment. During part of the day, individuals or small groups may have gone to another area to receive special reading instruction from a specialist, or tutoring by a paraprofessional or specialist.

All but two projects used the services of home visitors who were able to relate well with the families of migrant children being served. In the others, teachers visited the home. Bilingual persons were

used in the areas where the migrant families were predominantly bilingual (English and Spanish). This home visitor program was on a positive basis. In other words, the home was visited to impart good news about the school program and the progress of the migrant children in it, more often than for the purpose of relating "bad" news. Many schools devised various ways of getting parents involved at school. Some fiestas or pot lucks and programs were sponsored for the purpose of acquainting parents with the program. The regular reporting system was used for those who stayed through the reporting period. All migrant children enrolled were placed on the Uniform Record System.

Children who came into the projects speaking only Spanish, or who were more proficient in Spanish than English, were instructed in Spanish with emphasis upon developing the English language. Through the use of both languages, concepts were clarified and strengthened.

By having aides or other specialists in the school who were of the same ethnic background as the Mexican American, Chicano, or Indian students, motivation was much easier to achieve. Students usually related to these persons more readily.

INSTRUCTIONAL EQUIPMENT AND MATERIALS

Some special materials were developed by the Centers to be used with migrant children. The most widely used were Language Games, developed in 1970, which have the objective of building concepts and vocabulary. Many cassette tapes were produced. Realia packages were produced for use in the classroom. Teacher- and teacher-aide-training units were developed by the centers for use in training.

Many commercially developed materials were adapted to use in the projects. Some of these were: Distar Reading and Mathematics, SRA Reading, Sullivan Reading Materials, Language Master, Systems 80, Talking Pages, and other similar programs. Listening Centers, controlled reader machine, tapes, films and slides were utilized.

Some test materials were experimented with. One of these was the APELL (Assessment Programs of Early Learning Levels). Another was the WRAT (Wide Range Achievement Test). We are now in the process of developing a battery of tests adopted from some commercial tests and some materials specially developed by various schools.

BUDGET

The main source of funds for this program from September 1970 to August 31, 1971, was Title I of Public Law 89-750. However, many other sources of funds were also involved in the implementation of the migrant program throughout the State of Washington. A total of approximately $1,385,000 was expended of the available Title I Migrant funding. Another $80,000 from this source was expended by the Migrant Branch of HEW for the Interstate Records through the Data Base in Little Rock, Arkansas.

LEA's reported that an additional $230,000 of regular Title I funds was expended for migrant children, and that $6,667 of Title II, $5,810 of Title III, and $5,385 of Title VI, ESEA, funds were expended. Besides these expenditures, LEA's reported $4,142 expended from NDEA, Title III; $62,850 in Follow Through activities; $10,516 from the Vocational Education Act; and $2,150 from Adult Basic Education funds.

In addition to these expenditures, the migrant program received in-kind financial assistance through the additions to the Center at Toppenish. The Central Washington State College added two classrooms to the Center at a cost to the migrant program of the hookup only. The Yakima Indian Tribal Council added two large trailers to the Center at a cost to the migrant program of only the hookup and necessary construction to unitize the complex. These spaces were badly needed and were secured at a minimal cost, almost doubling the available space at the Center.

The Center at Moses Lake has had the use of much equipment and many materials provided by the Intermediate School District No. 104, at no cost to the migrant program.

More detailed budget information concerning this program is available from the Fiscal Office of the State Superintendent of Public Instruction, and from the report of the Belmont Team, responsible for the Consolidated Program Information Report for 1971.

PARENT-COMMUNITY INVOLVEMENT

All local education agencies planning migrant children's education projects are required to have appointed, or elected, a parents council for the purposes of advising the school directors in planning, implementing, and evaluating migrant education projects. The majority of the LEA's have complied with this regulation. However, some of these councils are not very effective. The State Agency is determined that all 1972 projects will adhere to the regulations set forth by the U. S. Office of Education concerning parents councils. The State Advisory Committee has recommended to the State Agency that not only should these regulations be followed, but also that the parents should actually elect the parents council from parents of children being served.

Typically, LEA's met with parents groups once every two months. A few held regular monthly meetings. The purposes of the meetings were to plan the local projects, to give and receive input as to the progress of the projects, and to assist in the evaluation.

Community groups such as the Campfire Girls, Boy Scouts of America, and volunteer groups from some churches, participated in various summer projects. VISTA workers have worked in many of the communities throughout the year, especially in the dissemination of information and assisting parents councils to become organized and involved in the project. LEA's reported a total of 475 people involved.

The communities have been kept informed through local newspapers, television, the regular publication of IMPELL by the Center at Toppenish, and through the home visitors in each project area. The home visitors are considered to be the one most effective way of communicating with the parents. Also, when parents were not able to understand English, information, both written and oral, was given in Spanish.

The three consultants in the field from the State Education Agency also were very effective in disseminating information to the public. They visited homes, attended meetings of migrant families, and addressed various civic groups, classes, and forums throughout the State, and in other states upon occasions.

EVALUATION RATIONALE

Because it is the local education agency's prerogative to implement, manage, and evaluate its own migrant compensatory education program according to its defined needs, statewide evaluation related to state-defined needs and objectives becomes a task which is difficult. Each project is responsible for its own evaluation and reporting of those evaluative results to the funding agency for the State of Washington. As one might expect, the reported results of the programs funded vary widely due to the relative expertise of local education agency personnel in the field of program evaluation and reporting, the variation of stated objectives of the many programs, and the variable complexities encountered in making the many instructional programs.

Guba[2] offers an authoritative rationale for a nonresearch or "aexperimental" evaluation strategy. Whereas, formal experimental methods attempt to control as many of the essential variables as possible, aexperimental methods recognize the futility of attempting to control these variables because the context of the program will not allow this. Treatment of the evidence offered falls within the framework of "invited inference." Guba's rationale plays upon the reality of situations as they arise rather than attempt to experimentally control for these. Just such a posture must be assumed by this reporting agency, and, therefore, an aexperimental approach to the following evaluation is taken.

OBJECTIVES

The four broadly stated objectives of the Washington State Program for Migrant Education served the purpose of focusing local education agency programs upon related but more specific needs and objectives. Other objectives stated in the State Program are discussed as evaluative attachments to this report.

1. Language Development

   To develop English language usage for all migrant children attending regular and/or summer school terms in all districts of the State enrolling migrant children, raising them from their present skill levels to a level of average academic performance at least equal to the average of children of the same age, and at the rate from nine- to thirteen-and-one-half-months' gain in language development (vocabulary thought expression, word-attack skills, and reading comprehension) in nine months of school attendance.

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[2]Guba, Egon G. Methodological Strategies for Educational Change. Paper presented to the Conference on STRATEGIES FOR EDUCATIONAL CHANGE, Washington, D. c., November 1965.

2. Health

To discover and meet the immediate physical needs of at least all school-age migrant children residing in all school districts, making it possible for them to participate in all school and other activities in as normal a manner as possible.

To discover and meet the immediate mental health needs of at least all school-age migrant children residing in all school districts, making it possible for them to participate in all school and other activities in as normal a manner as possible.

3. Record Transfer System

Through the services of a consultant and a migrant student records component, provide the schools with pertinent and useful data for each migrant student, enabling the schools to place the students in educational programs which best fit their needs.

4. Project Monitoring

Through the full-time services of two consultants who will work directly with the schools with individual projects, provide monitoring of all migrant educational projects for the purposes of insuring viability and project effectiveness; project planning assistance and instruction to project schools and institutions, inservice instruction to parents' councils and project staffs; coordination and information dissemination between migrant programs and other migrant-serving agencies; and ongoing evaluation of migrant educational projects being implemented over the entire State.

PARTICIPANTS

All recorded data represent one pupil population--migrant school-age children attending public schools in the State of Washington. As such, the data reported herein is supplied by the individual projects by means of year-end evaluation reports or upon special request by the Office of Migrant Education. It must be understood that the migratory nature of the population served precludes the projects from gathering testing or other formal assessment data which may be truly representative of the total population of migrant pupils. The data presented herein is simply that data which was on hand and usable by the projects at the termination of funding for the reporting period. Partial data (ex: pretest scores only) were not considered usable and therefore were used only as an indicator which was in support of the data obtained and analyzed.

The nature of compensatory programs as defined provide for program support beyond that which may be provided locally and by other service agencies. The additive nature of compensatory programs makes it impossible to determine the isolated effect of program impact upon the target population. The program data presented represent the combined effects of regular school program, Title I, ESEA, Title II, ESEA, State-supported Urban, Racial, Rural, and Disadvantaged programs, and of other federal, state, and local programs available to school districts. All school-age migrant children in the State are eligible to receive direct or indirect support from any one or all of these programs, as well as support from the State Migrant Program.

The State Migrant Education Program served 7,990 pupils, the majority of whom were located in four large farming areas of the State: Northwestern Washington; the Okanogan and Wenatchee areas of North Central Washington; the Yakima River Valley of South Central Washington; and the Columbia Basin of Central Washington. These are rural areas and, with the exception of Wenatchee, Yakima, Kennewick, and Moses Lake, typically represent small school districts in terms of the numbers of children served. The impact of large numbers of migrant children in the fall and spring of the year is a burden upon these small districts which must provide equivalent educational services.

The State Program provides compensatory services to all school-age children entered in public school, and also coordinates with other services available to preschool-age children and the migrant parents. However, the typical focus of most projects is upon those children in grades K through 6. The age range for this group is generally five years to thirteen years, but a few are older.

Migrant children typically show tested academic achievements below that which would be normally expected from the state or national average for children of equal age and school experience. As the State Program for Migrant Education is based upon these demonstrated academic deficiencies, migrant children who do not display these deficiencies are not eligible for support in compensatory programs. Therefore, the population served by this program must, by definition, be academically deficient, have poor school attendance, be culturally different, are economically dependent upon harvesting crops, and are often of different ethnic backgrounds from the normal school population resident within the district serving their educational needs.

STATUS OF PROGRAM ACCOMPLISHMENT

Each of the State Program objectives stated above were considered separately and together. Data analyzed were submitted or requested from each of the local education agencies administering the allocated project

funds. Year-end reports are required of each project receiving funds under this program. The reports submitted were required to be within the prescribed format recommended by the Office of Migrant Education. The reports were required as validation of the evaluated results. This was accomplished by presenting data and data analysis procedures which substantiated the attainment or nonattainment of the specific project objectives. By following this procedure, the administering state agency was dependent upon the information supplied by project managers. This year's results show a gain in expertise of reporting project results over previous years the program has been in effect. However, definite efforts on the State level to further refine the management and evaluation expertise of local project managers must be effected before definitive accomplishment statements may be made concerning the total effectiveness of the State Program.

State Input

Aside from administering the financial aspects of the migrant program, the State's Office of Migrant Education provided to LEA's services relevant to the Record Transfer System and Project Monitoring. These were process objectives designed to provide assistance in development of local expertise in project management, project evaluation, instructional services, project planning, project coordination with local resources, and information dissemination. Largely, these processes took the form of Migrant Data Dissemination through the Uniform Migrant Student Record Transfer System, inservice workshop training for migrant parents, project staffs, and communities and on-site consultation and evaluation.

Objective: Record Transfer System

Process: To provide special consultation, inservice training of migrant records clerks, and allocation of funds to employ migrant records clerks. The State employs a special consultant trained in the processes of developing this system who works closely with the individual projects.

Evaluation: As a result of this service, each of the projects have received three computer printouts pinpointing essential data in the areas of academic achievement, health and school attendance for over migrant pupils. A project may request by teletype any available data and receive this within three days if a printout is required, or immediately if a printout is not required.

To facilitate this service, 37 migrant records clerks are employed by local projects and 6 migrant records terminal operators are employed at 4 terminals around the State. To train and update the service, 7 workshops have been conducted by the 3 state consultants of which each clerk and operator attended a minimum of 2. In addition

on-site visitations and training are provided by the records consultant who has made an average of two per year for each project during the reporting period.

The descriptive data provided in the above narrative would indicate that requirements of the stated objective have been fulfilled in a highly satisfactory manner.

Objective: Project Monitoring

Process: To provide the services of two full-time consultants to provide planning, management, and evaluative assistance; inservice training for parents, aides, and educators; and dissemination of information from project to project and to cooperative state agencies.

Evaluation: Three field consultants--one migrant records consultant, and two program consultants--have functioned very closely with the individual projects. Consultant records indicate an average of three on-site visitations per project were made during the reporting period--one of which was a mandatory evaluation visit. Evaluation visitations are followed by a formal report submitted by the consultant and 39 evaluation reports have been submitted. Additionally, each consultant reported having organized or attended previously organized migrant parent meetings which have the purpose of advising local projects. An average of 15 such meetings per consultant have been attended during the reporting period.

Teacher and aide workshops conducted outside the framework of the two migrant centers have been the responsibility of two of the three consultants. Three aide workshops were conducted. Teacher and administrative workshops conducted total three for the reporting period.

As a result of dissemination efforts of the consultants, one achievement testing cooperative has been established and three project components have been adopted for trial by other projects within the State.

The descriptive data reported in the above narrative would indicate the fulfillment of this stated objective.

Program Accomplishment:

The evaluation of the objectives stated previously regarding language development, physical health, and mental health, reflect the success of the various local projects in dealing with the needs of migrant students on a statewide basis. It is also recognized that specific local migrant student needs generate objectives other than those focused upon at the state level.

TABLE I

OBJECTIVES	Objective Met f_1	Objective Not Met f_2	n_1	f_2^2	f_2^2/n_i
READING-LANGUAGE	20	12	32	144	4.50
PHYSICAL HEALTH	17	11	28	121	4.32
MENTAL HEALTH	16	7	23	49	2.13
OTHER	16	0	16	0	0
TOTALS	69	30	99		10.95

$$\chi^2 = \frac{n^2}{\Sigma f_1 \ \Sigma f_2} \left[\Sigma \frac{f_2^2}{n_i} - \frac{(\Sigma f_2)^2}{n} \right] *$$

$\chi^2 = 6.90432$

d.f. + 3

$P < .05$ one tailed test

* Edwards, A.L. Experimental Design in Psychological Research. (3rd ed.) New York: Holt, Rinehart & Winston, 1968.

Table 1 presents a chi square analysis of projects reporting success in meeting their stated objectives for the regular term migrant program. This analysis covers four categories of objectives including those objectives not included as state objectives. A one-tailed test was used because there is only one direction of change expected. As can be seen from the probability value of chi square, the expectation of chance factors entering into these reported accomplishments is less than five in one hundred. This level of significance is usually well accepted as an indicator of program effect.

The analysis was obtained upon thirty-three reporting projects which supported their findings with analysis of basic data. Six projects were not included because their evaluative reports either did not state attainment or nonattainment of their objectives or did not support their statements with the basic evidence of accomplishment required. Three projects failed to submit an evaluative report. It is believed that the projects which were included in the analysis are representative of forty-two projects funded through the Office of Migrant Education. Further data supporting the accomplishment of the individual objectives is presented below.

Objective: Language Development

Measurement: Thirteen of the forty-two projects provided standardized test data which was analyzable under a pretest and posttest design (See tables II and III). Other projects reported the use of standardized testing as a method of assessment, but did not report usable basic data. Several projects reported the use of daily class assignments or teacher-made testing instruments as measuring devices. Listed below are the standardized tests most frequently used to assess project objectives related to this State objective.

Wide Range Achievement Test
Iowa Test of Basic Skills
California Achievement Test
The Gates-MacGinitie Reading Test
The Durrell-Sullivan Reading Test
The Gray Oral Reading Test
The Metropolitan Readiness Test

Analysis: All of the reporting projects used reading as the major indicator of Language Development. Oral speaking ability in either English or Spanish was the least assessed factor among the projects reporting and generally recognized by project personnel as the most difficult factor upon which to obtain data.

No data was reported by any project which would show the achievement rate of the nonmigrant student population. Therefore, comparisons of rate of achievement was not accomplished between these groups. However, comparisons of gain based upon grade scores derived from standardized instruments between thirteen projects was possible and was based only upon data immediately available to the Office of Migrant Education.

TABLE II

SCHOOL DISTRICT		PRETEST-POSTTEST INTERVAL	ACTUAL DATA OVER TIME INTERVAL N	$\bar{X}$	σ	DATA NORMALIZED FOR SCHOOL YEAR N	$\bar{X}$	σ
A		.3 yr	21	.329	.519	21	1.095	1.728
B		.9 yr	12	.583	.356	12	.648	.39[illegible]
C		.7 yr	25	.812	.353	25	1.158	.506
D		.7 yr	11	.400	.812	11	.571	1.160
E		.6 yr	13	.769	.764	13	1.282	1.273
F		.8 yr	26	.773	.446	26	1.007	.644
G	G-1	.8 yr	38	.863	.696	38	1.079	.870
	G-2	.4 yr	15	.687	.332	15	1.717	.831
			NORMALIZED TOTAL (G-1 + G-2)			53	1.259	.906
H		.8 yr	80	.435	.754	80	.559	.930
I		1.0 yr	84	.500	.560	84	.500	.560
J		.8 yr	82	.698	.548	82	.870	.684
K		(Normalized Data Only)				19	1.069	1.052
L		1.0	8	.650	.566	8	.650	.566
M		(Normalized Data Only)				21	.750	.880
TOTAL GROUP			NORMALIZED DATA ----------			508	.709	.911

TABLE III

MIGRANT PROJECT		A	B	C	D	E	F	G	H	I	J	K	L	M	TOTAL GROUP
N	MEAN	1.095	.648	1.158	.571	1.282	1.007	1.259	.559	.500	.870	1.069	.650	.750	.709
A N=21	1.095	--													
B N=12	.648	- .447	--												
C N=25	1.158	+ .063	+ .510 **	--											
D N=11	.571	- .524	- .077	- .587	--										
E N-13	1.282	+ .187	+ .634	+ .124	+ .711	--									
F N=26	1.007	- .088	+ .359 *	- .151	+ .436	- .275	--								
G N=53	1.259	+ .164	+ .611 **	+ .101	+ .688	- .023	+ .252	--							
H N=80	.559	- .536	- .089	- .599 **	+ .012	- .723 *	- .488 **	- .700 **	--						
I N=84	.500	- .595	- .148	- .658 **	- .071	- .782 **	- .507 **	- .759 **	- .059	--					
J N=82	.870	- .225	+ .222	- .288 *	+ .299	- .412	- .137	- .389 **	+ .311 *	- .278	--				
K N=19	1.069	- .026	+ .421	- .089	+ .498	- .213	+ .062	- .190	+ .510 *	+ .569 **	+ .199	--			
L N=8	.650	- .445	+ .002	- .508 **	+ .079	- .632	- .357	- .609 *	+ .091	+ .150	- .220	- .419	--		
M N=21	.750	- 345	+ .102	- .408 *	+ .179	- .532 *	- .257	- .509 **	+ .191	+ .250	- .12	- .319	+ .100	--	
TOTAL GRP. N-508	.709	- .386	+ .061	- .449 **	+ .138	- .573 *	- .298 *	- .550 **	+ .150	+ .209 **	- .161 *	- .360	+ .059	- .041	--

Table II presents the usable data from these cooperating projects. In several projects the number of students is small enough to raise the question of the validity of the over-all comparisons made. The time intervals between testing was different for nearly all of the thirteen projects. This factor made it necessary to equate gain over time by normalizing the data to fit a ten-month testing interval, an interval which most standardized tests recognize as one academic year or grade level.

Table III presents a T-test comparison reading achievement gain scores extracted from the reported achievement test data. These data, as mentioned earlier, lack sufficient number in many cases to make legitimate comparisons. However, it could be inferred that the values derived would be indicators of comparative accomplishment. Also, it must be recognized that these data represent only thirteen of the forty-two projects funded.

It would seem by inference that the State objective is close to being met for this reporting period. However, more definitive measurement techniques which do not bias results and restatement of the objective to exclude rate of achievement are suggested in the future.

Objective: Physical Health

Measurement: The reported services are considered one measurement of the success of these activities.

Evaluation: The reported totals for the regular term migrant programs of health data is compiled through the Uniform Migrant Student Transfer Records System. Although these data are as yet incomplete, the July records indicate 7,338 screening examinations of various types were completed, 2,076 immunizations were performed, 641 students were recommended for medical treatment, 219 began treatment, and 118 had completed treatment. Also noted were 113 diagnosed chronic conditions and 863 physical abnormalities.

Similarly, projects reporting health services extending beyond normal screening for vision and hearing were numbered as 17% or 52% of those reporting usable data, eleven reported only the screening of vision and hearing, five made no reports on the health status beyond those available to all students, and nine did not report on the health status of migrant student or availability of health services.

The seventeen projects reporting services beyond normal screening also reported designing special health curricula for inclusion in special classrooms or regular classrooms and the availability of health services personnel to preschool migrant children and their parents.

The physical health objective is met. However, more specific and definitive future objectives would promote better assessment of these programs.

Objective: Mental Health

Measurement: Behavior rating scales and anecdotal teacher reports.

Evaluation: All of the projects with the exception of one relied-upon teacher and/or others reporting anecdotal comments regarding the overt behavior or the inferred mental disposition of the children participating in the projects. Therefore, as hard data is lacking in the reports of the various projects, the Office of Migrant Education must assume that these data are true in substance. On the basis of the reports and the observation of the State Consultants, migrant children have demonstrated more frequent attendance in school, more frequent participation in extracurricular activities (i.e., clubs, dances, sports, hobbies, and other recreational activities) and more frequent participation in oral classroom activities. Sixteen of the reporting projects indicated satisfaction of their affective objectives, while seven reported progress toward these but still were unsatisfied that they had attained these objectives.

Until more precise objectives and measurements can be employed by the local projects within the affective domain, the Office of Migrant Education must infer that the evidence gathered has substantiated the meeting of this objective.

SUMMER TERM PROGRAM ACCOMPLISHMENTS

The narrative and data presented previously served the purpose of analyzing the program accomplishment of the regular term programs. Summer term programs covered shorter periods of time and served fewer students. The programs were centered in areas of highest migrant populations. The Columbia Basin of Central Washington and the Yakima Valley of South Central Washington were the areas identified with the highest populations of migrant families.

State consultant activities throughout the regular term program seem to have effected higher quality evaluation reports from participating summer program managers. Generally, more appropriate measures were applied to program objectives and evaluative procedures were more consistently applied.

Each program evaluation was summarized by the program evaluator on a form provided by the Office of Migrant Education. Each program objective was classified in one of four categories: No results; Partial success; Objective met; Objective exceeded. By assigning these categories an arbitrary range of values from 1 (no results) to 4 (objective exceeded), it is possible to provide an index for individual project accomplishment by using the following formula,

$$\frac{\sum^{1-4} vn}{N_o}$$

where v is the value of each column, n is the number of objectives reported in each column, and N_o is the total number of objectives reported. The results yield an index of objective completion which can provide an overview of the individual project's effectiveness. For example, if an individual project obtains a number higher than 3.000, it could be assumed that the project is reporting a high rate in meeting its objectives. If the index is between 2.000 and 3.000, it would be reporting limited success. Table IV presents the index for each project reporting and an average index for the group. Three summer projects failed to report using this form and attaching validating analysis of data.

By assuming that the categories "No results" and "Partial success" are statements of not meeting program objectives and that the categories "Objectives met" and "Objectives exceeded" are statements of meeting program objectives, a chi square test of statistical significance may be used to determine the probability of chance influencing the reported results.

Table V is the chi square analysis of these data. Interpretation of this test can only be made in light of the validating data which substantiates the claim for success or no success. In each case, projects using this reporting summary did satisfactorily validate their claims with basic data and analysis appropriate to the objectives as stated. Therefore, the probabilities that chance entered into the accomplishment of the objectives is less than one in one hundred.

Taken as a whole, summer programs throughout the State were successful in meeting their stated objectives. These objectives generally were congruent with state program objectives as stated earlier.

TABLE IV

Index of

SUMMER TERM PROGRAM ACCOMPLISHMENTS

PROJECT	INDEX NO.
A	3.5714
B	3.5000
C	3.4286
D	3.4000
E	3.2500
F	3.1667
G	2.8571
H	2.5714
I	2.5000
J	2.5000
Total	2.9950

TABLE V

X^2 Analysis of Objectives

	met	not met	total
f_o	51	15	66
f_e	33	33	66

$$X^2 = \frac{(f_o - f_e)^2}{fe}$$

$X^2 = 19.6362$
d.f. = 1
$P < .01$

EXEMPLARY PROGRAMS

The following are descriptions of some exemplary or innovative features of programs initiated by LEA's within the State. The features described are felt to be unusual as they attempt to satisfy a defined migrant population need in a better way, or with an unusual approach, or have defined a procedure so well as to be considered as surpassing the remainder of the programs funded.

North Franklin School District

The administrative and faculty attitude toward migrant children described by all who visit the program is excellent. Reflection of this attitude shows up in the attempts made by the faculties to accommodate as many of the problems as possible in their migrant program. In one school, the principal and staff have learned to speak Spanish and are continuing to upgrade their conversational skill in this language. Parent questionnaires, forms, and written communications are written in both English and Spanish. The district has developed and refined an informal testing program for the early grades which is administered in English and Spanish. These assessment instruments are used in student placement and program evaluation. The Summer Term Program evaluation was well defined and provided clear evidence of program objective accomplishment.

Sunnyside School District

Although the instructional program implemented by Sunnyside is unremarkable in terms of uniqueness, the evaluation component is remarkably sophisticated when compared to other projects within the State. Primarily depending upon a pre-posttest design, all measures were tested for their statistical significance at the .05 level of confidence. A simple T-test was employed for this analysis. The evaluation component of this project should be brought to the attention of others and stands out as an exemplary effort on the part of this project.

College Place School District

Recognition of the school deficits of migrant children is mandatory under compensatory education programs and most projects are doing an excellent job of overcoming these. However, needs often arise on a local level as a result of providing these programs. When migrant children are in school there is no problem of supervision; but when they are released from school, their parents are often still working in the fields and cannot supervise their children. Recognizing this problem,

College Place School District organized an outdoor recreation program, not in the school but in the migrant camp where the children lived. This has been a very successful program as analyzed by parents, children, and school personnel.

Quincy School District

Quincy's cross-age tutoring program has turned dramatic results in meeting the program objectives. Summarily, cross-age tutoring is older children helping younger children achieve the instructional objectives set for those being tutored by the instructional staff. Faculty and tutors assume joint responsibility for the progress of those being tutored.

Quincy also has developed a unique cooperative arrangement with the local Day Care Center which is primarily funded to care for low income preschool children. Most migrant parents, being wholly dependent upon agriculture for income, must be in the fields very early in the morning. Preschool and school age children have previously been left in the migrant camps or taken to the fields with the parents until the time school would begin. Recognizing the hardship this produces for young children, Quincy School District and Day Care Center, in a joint effort, send buses to the migrant camps before 5:00 a.m. where children between the ages of three and twelve were picked up and brought to a central facility. Here cots were provided and the children were allowed to return to sleep for another two or three hours. After awakening, the children were provided with shower and toilet facilities and a hot breakfast. Those of school age were sent to their school programs to return to the facility later that afternoon where activities and snacks were provided. They remained there until such time as parents were available to pick them up or the buses delivered them to the camp and their family activities.

This program enjoys the enthusiastic support of the community, migrant parents, and the personnel of the cooperating agencies.

Pasco School District

Concern for the migrant high-school-age child moved Pasco School District officials to survey these children. With few exceptions, migrant children drop out of school either prior to entering or shortly after entering high school to work in the fields with their parents. Representatives of the schools went to the fields to find children who might wish to continue their education and to find answers to questions about how this might be accomplished. The result was an evening school for migrant high school children where credit earned could be transferred to cooperating high schools in Texas. Evaluation of this program is still forthcoming, but the results thus far indicate that more children are continuing to earn high school credit for longer periods of time.

Burlington-Edison School District

All students except one served by this program were Mexican American. This factor alone is unique among the many programs within the State and presented many instructional problems. The personnel working in this program were selected specifically because they were bilingual in English and Spanish. Basically, the program was tutorial in nature which allowed integration of migrant students into regular classrooms. This has allowed the district to conduct two elementary classes in Spanish where nonmigrant children may learn a second language.

Home visits are commonplace with this program. All staff make these home visits so that close touch with parents is maintained.

Two Chicano student service clubs have been organized at the elementary and secondary levels. These clubs have allowed the migrant students to work together in an organized manner to accomplish social and community service goals. Parent, student and faculty response to these clubs has been excellent. It is felt that these organizations provide an identity not afforded the student otherwise.

At the termination of the regular term program and summer program, a fiesta is sponsored by the schools and clubs. These events are well attended by parents and often movement to other work areas is delayed by parents so that the children may participate.

FINDINGS

The Migrant Program is meeting its objectives. Many of the programs initiated by LEA's are innovative and strong. Participation of migrant parents in determining program purpose and objectives is strong throughout the State.

The weakest part of the program is the evaluative function and the reporting of project effect. The format and system for reporting has not been clear or effective. However, at the writing of this report, steps have been taken to improve this condition.

RECOMMENDATIONS

1. Greater effort on the part of the Office of Migrant Education for the State should be expended in training program managers to write program objectives which are measurable and relate to specifically defined needs of migrant children.

2. A statewide needs-assessment program zeroing in on this specific population should be conducted to assure programming toward the highest priority needs demonstrated by this population. The State Migrant Program has been in effect several years. A reordering of priorities may be in order.

3. State program objectives should be rewritten and organized in terms of:

   a. State management objectives;
   b. Project accomplishment objectives;
   c. Student behavioral product objectives.

4. State monitoring of local program effectiveness should be moved from an emphasis on fiscal or budgetary management to an emphasis on program effect and product analysis. Consultant on-site evaluations should be more frequent.

5. The pretest-posttest evaluative design used by the majority of the LEA programs should be dropped in favor of a continuous product or interval product evaluation system.

6. Greater effort by the Office of Migrant Education for the State should be expended in providing clearer and more systematic guidelines for reporting project effectiveness.

7. Achievement testing by the use of standardized instruments, while useful for initial child placement in some cases, should be replaced with one or more of the following methods of assessment:

   a. Arithmetic charting of progress for academic behaviors and overt behaviors;

   b. Logarithmic charting of academic behaviors;

   c. Criterion reference testing in which trials to criterion are charted and criterion points are charted.

8. Reporting achievement of objectives and statement of program objectives should be made in terms of levels of statistical confidence or a percentage reference point which is carefully defined.

9. Teacher aides employed by most projects should be trained as behavioral observers and thus take a part in evaluative efforts rather than write subjective evaluative reports.

APPENDIX A

TEACHER AND TEACHER AIDE TRAINING UNDER MIGRANT FUNDING
- MOSES LAKE CENTER -

Pilot Project:

The "Effective Questioning" teacher-training packet was developed by the Far West Lab to train teachers to be effective in getting students to express themselves verbally and to guide the students in developing higher levels of thinking. Mexican American migrant students in general have not actively participated in class discussions. Five teachers from the Lakeview School in Moses Lake participated in this six-weeks pilot project, using teaching models on 16mm film, workbooks, and video-mirror evaluation of performance.

In the final evaluation of the course, the five teachers agreed that it was the most valuable training experience they had participated in, including all previous college training. These five teachers had a course in "Inquiry Training," but said they were unable to apply the theory. After taking the "Effective Questioning" course, they said they not only knew the theory of the inquiry method but were now able to apply it in the classroom.

The Administration of the Moses Lake School District feel that the nini-course in "Effective Questioning" merits an all-out effort to put all their teachers through this training. Migrant funding will supply only a small fraction of the training costs in 1971-72. The bulk of the training will be accomplished with district and Title I funds.

We feel that the micro-teaching technique of training aides and teachers merits further pilot programing in other teaching-skill areas for the school year 1971-72.

June 1971 Summer Migrant Teacher and Teacher Aide Workshops

The June Workshop was directed primarily at teachers and aides who work in summer migrant programs. There were 34 hours of instruction for the 57 teachers and aides participating. The workshop included resource personnel on:

Classroom Contingency Management;
Production of Teacher-made Materials;
Concern of State and Federal Office in
Migrant Education;
Migrant Record Transfer System;
Effective Ideas and Materials;
Model Programs for Migrant Children;
Critical Analysis on Contemporary Education
of Migrant Children.

The commentaries on the value of the contributions made by the resource personnel was 100% positive with the exception of the comments on the Critical Analysis of Education of Migrant Children. At least 80% of the teachers and aides agreed that the Critical Analysis had some basis and was of value to them.

August 1971 Preschool Migrant Teacher and Teacher Aide Workshop

The August Workshop was on a more positive note from its beginning. The teachers, aides, and instructors, in general, were back from summer vacations and ready to go to work on the task. The first three days of the August Workshop were basically the same as the June session. The 49 teachers and aides participating were more dogmatic and expressive in positive evaluation of the August Workshop. The workshop included resource personnel on:

Classroom Contingency Management;
Production of Teacher Made Materials;
Concerns of the State and Federal Office on Migrant Education;
Migrant Record Transfer System;
Effective Ideas and Materials for Teaching Disadvantaged;
Model Programs for Migrant Children; and
Helping the Low Income Consumers Stretch Their Dollars.

Mrs. Dorothy Whittington, a classroom teacher of disadvantaged students in the low-income section of Seattle, and Mrs. Bergy of the Food and Drug Administration, were last-minute substitutes for Althea Adams. The group's reaction to these two substitutes' presentations was that they would like to spend an entire workshop with any one of the two.

All reactions to the August Workshop were 100% positive. Teachers' written evaluations are on file at the Center and are available to interested persons.

MIGRANT MATERIAL USAGE

The figures shown below are based on original material request forms that are filled out by teachers or librarians in the schools with migrant programs during the school year 1971-72:

COUNTY	DISTRICT	SCHOOL	16mm	35mm	Tape	Other	Eqpt.
GRANT	Moses Lake	Garden Heights	114	26	12	10	1
		Knolls Vista	87	68	20	40	
		Lakeview	130	88	17	17	7
		Larson Heights	263	195	80	45	2
		Longview	111	85	36	36	
		Midway	201	138	30	78	2
		Peninsula	52	23	12	36	2
		Chief Moses	104	61	14	11	2
		Frontier	60	31	13	2	
		High School	94	23	4	4	
	Quincy	George Elem.					
		Mountain View	108	73	51	23	3
		Pioneer	174	69	39	17	3
		Junior High	34	32	38	8	4
		High School	22	2	1	6	
	Royal	Red Rock	81	11	15	25	2
		Middle School	55	27	2	3	
		Junior-Senior Hi.	20	7	7	8	2
	Warden	Evans Elem.	196	152	41	31	3
		High School	74	79	14	13	6
ADAMS	Othello	Hiawatha	190	57	53	18	6
		Lutacaga	202	52	19	7	4
		McFarland Jr. Hi.	72	44	21	19	1
		High School	111	31			
		Scootney Springs	125	215	33	26	5
FRANKLIN			12	16	68	12	3
OKANOGAN			94	21	18	4	
CHELAN			29	32	30	12	
YAKIMA			18	12	14		
SKAGIT			2				
PIERCE			8		4		
	TOTAL		2,843	1,670	706	511	58

GRAND TOTAL 5,788

MIGRANT PERSONNEL TIME USAGE

		Service	Per Cent of Full Time	
1.	Resource Clerk	Circulation records (booking and circulating)	60%	
		Film care (rewinding, cleaning, and splicing film)	40%	100%
2.	Production Clerk	Copying magnetic tape for school district libraries or loan	10%	
		Offset printing	30%	
		Other layout and production	20%	
		Cataloguing and requisitioning	20%	
		Receptionist and typist	20%	100%
3.	Migrant Program Coordinator	Arranging workshop details	20%	
		Counseling junior high children of migrant laborers	10%	
		Assisting aides and teachers in locating and using materials	20%	
		Local and state meetings on migrant affairs	10%	
		Development of learning resources	10%	
		Talking with teachers on the social and academic needs of migrant children	30%	100%
4.	Center Director	Advising migrant coordinator	5%	
		Advisory committee involvement, writing proposal and reports	3%	
		Local and state migrant meetings	1%	
		Production of learning packets	3%	
		Consultant to migrant programs	5%	
		Other administrative tasks	5%	22%

PRODUCTION

"Mexican Holiday"	Booklet--300 copies mailed to schools with migrant programs in Washington State.
"Migrant Materials Catalog"	200 Copies (108 pages each) for schools having migrant programs in Grant, Adams, Franklin, Okanogan, Douglas, and Chelan Counties and other migrant programs on request.
Material Order Forms	10,500, 3x5 NCR order forms for ordering migrant materials.
Contingency Management materials	Offset printed 8,360 sheets for teachers and aides in the contingency management workshop.
Medic Packets	40 Packets for "Teacher-made Materials" Workshop (including graphic supplies).
"Health Food Booklet"	200 Copies (41 pages each) in Spanish, distributed to teachers in migrant program in the Upper Columbia Basin.
Unit Production Materials	24 Cassettes, 51 language master cards, 412 feet of laminating film, and 100 folders for learning packet development.
Bilingual Flashcards	20,000 Flashcards (200 sets) printed and laminated for deposit in migrant resource centers in the school buildings.
Toy Money	7 Sets of toy money offset printed and laminated, catalogued for free loan.
Carousel	A publication printed periodically (six printings in 1970-71) with a section on migrant programs, circulation of 1,000 copies per printing (no charge to migrant funds).
"Peckwood Chicken" and "Big Bug Show"	(Printed in 1970) Accompanying master tape English version revised, dubbed 50 copies each, one copy per migrant elementary school in the Upper Basin.

APPENDIX B

OVERVIEW OF

WASHINGTON SUMMER MIGRANT PROGRAMS

By

Ricardo A. Solis

August 13, 1971

(This "Overview" by Mr. Ricardo A. Solis is being appended in its entirety to our report because we feel that this visiting teacher from Texas has caught very well the spirit and content of the summer migrant child's program in the State of Washington. These observations made and reported by an outside visitor who spent the summer in the projects should be a valid part of the total evaluation and report. Our thanks to Mr. Solis for his keen insight, reporting, and recommendations.)

OVERVIEW OF WASHINGTON SUMMER MIGRANT PROGRAMS

By Ricardo A. Solis
August 13, 1971

In a few hours you can travel by automobile from jungle-like rain forests to moist mild-climate lowlands, to snow-covered mountains, to fertile river valleys, and finally to flat semi-desert land. This describes the beautiful land of the State of Washington from West to East. The Olympic Peninsula lies on Western Washington with rainy forests and breath-taking mountains. Next is the moist mild-climate lowlands known as the coast, where Olympia, the State Capitol, and Seattle, site of the 1962 World's Fair, lie. This is the most densely populated area of Washington. A couple of hours' drive will carry you through the Cascade Mountains that run north and south. East of the Cascades, you see an abundance of fruit and vegetables growing in fertile irrigated river valleys--such as Okanogan, Wenatchee, and Yakima. Further east is the Columbia Basin--a dry flatland that is being transformed by water from great dams used for irrigation and power.

More beautiful than the country in Washington is the friendly people I met during the summer while I was visiting the Summer Migrant Programs. Throughout the schools, I was very welcomed, and school personnel sacrificed their time to talk and listen to me. An estimated 20,000 migrant farm workers move into the State annually. While approximately 49 per cent are Anglo and 10 per cent from other ethnic groups, an overwhelming number--41 per cent--are Mexican American migrants. The estimated number of migratory children in the State is 12,000. The total estimated number served is 8,000; 6,400 intrastate and 2,250 interstate children were served in regular school terms last year; summer schools served 1,090 intrastate and 1,000 interstate children.

Fifteen of the summer migrant programs were in the Yakima Valley and the Columbia Basin, and another was located on the coast on the northwestern part of the State. All the schools had good plant facilities. In all cases, the programs were held at regular elementary school buildings. All the personnel realized the great need for reading and oral language development and were making a good effort in this area. Some of the materials used were Distar Reading Readiness, Language Games, Systems 80, SRA Reading Materials, MITE, and Language Master. Ten of the schools had mathematics programs, while others incorporated some mathematics with other activities. A few schools had very good science projects.

As a whole, the enrichment programs provided throughout the State were very good for the migrant children. All the schools carried field trips, physical education, and art in their programs. Swimming conducted mainly through Red Cross personnel helped attract the migrant child in all the communities except one. Some of the other enrichment activities found in schools were handicrafts, music, sewing, cooking, and cultural programs.

The health services provided to the migrant children were fair, and most schools had a full-time or part-time nurse. A lunch program was carried on in each school, and in many instances a morning snack was included. Those schools with long day-sessions also had breakfact plus an afternoon snack. Twelve schools started their school day at 8:00 a.m. and terminated about 12:00 noon, or 1:00 p.m. Three schools made a good sacrifice of an extended day from 5:00 a.m. to 4:30 p.m..

Kindergarten through sixth grade children were served in eleven schools, and the rest served grades one through six. At not many schools, however, would children over 12 years of age be attending. Helping the children quite well was an abundance of teacher aides in most schools. The adult-student ratio was excellent--sometimes as great as one adult to four students in the classroom. Many schools had NYC teacher aides and Red Cross swimming instructors. Other personnel helping in the classroom were provided through Occupational Awareness Seminar, Career Opportunity Program, Council of Churches, "Swingers" from the Department of Public Assistance, Mainstream, Employment Supplement Program, and NRRD. Some were involved on a volunteer basis. The County Health Extension Service Program conducted courses in nutrition in some of the schools.

The main kind of parental involvement was the attendance at the open house programs, usually close to the end of the summer school term. A few schools had very active advisory boards. Home visitors had some contact with parents, especially before the start of the summer programs. A few schools had teacher aides who were parents of the students being served.

The National Migrant Transfer System was used throughout the State. Most schools had one person in charge of filling out the forms. Three terminals were in operation, centered around the schools. Not much information was received on interstate migrant children, and many of the students had attended regular school term in May, so they had been recommended for summer school by local teachers.

Close to 2,000 migrant children were served during this summer. In most instances, children had left the area at the time of my visits, so I accounted for about 1,400. Approximately 800 out of 1,400 are from Texas, but an estimated 500 are children of parents who have stopped

migrating to Texas. These migrants, called "stagrants," still qualify for summer school because they have migrated within the last five years. The other 300 are returning to Texas this year. The children who are not around the school districts during the nine months of regular terms are called "true migrants." Half of the 2,000 migrant children served in the State summer schools are intrastate and half are interstate. Throughout the schools, I found only five bilingual teachers--one of whom was a Texan settled in the area. To offset this, many local Mexican Americans were serving as aides. Most of the summer programs began on the second or third week in June and ran for six or seven weeks. A few carried the program for four weeks; however, all the schools terminated before July 31.

Adams Elementary School in Yakima had a departmentized program with good enrichment activities including sewing. Fifteen of the 98 students were settled-out migrants, and the rest were Anglos and several Negroes.

Wapato was experimenting with a reading program called MITE. It was individualized work with pretests, teacher prescriptions, and posttests. The children enjoyed checking their own tests on a small computer. True migrants from Texas were rare here.

Granger was the site of a unique program--guitar lessons. The school had good enrichment activities and had a two-day campout planned at an Indian Camp at the end of the summer program.

Sunnyside had some true migrants through the combined efforts of the director, nurse, and home visitor, who had close contact with the migrant camps. Much emphasis was placed and work done on motor-perceptual skills using the Gettman Program.

Grandview had a good physical education program and a bilingual kindergarten class. Most of the children here were stagrant.

Prosser teachers got their students together for singing, with one of the teachers playing a guitar or a harmonica. The school had a unique physical education program using a parachute and also using bean bags.

Quincy's day care center was one block from the school. The cooperation between the center and the school was very effective in helping the migrants. Sisters from the Catholic Church and the long day-session also helped, along with the parents cooking for open house.

Royal City attracted many of the migrants in the area with the swimming program, as well as the conscientious teachers, aides, and home visitor.

Moses Lake had some true migrants and used field trips and resource people effectively. The school had good enrichment programs.

Warden utilized the trips to their swimming program in Moses Lake to visit places of interest. One of the four teachers was a stagrant bilingual teacher from Texas.

Othello also had a long day session from 5:30 a.m. to 4:30 p.m. The school building was open-type with no walls and children had freedom of choosing teachers, aides, and activities. This gave a feeling of community.

North Franklin School at Mesa had good enrichment activities, including that of rocketry. A bilingual aide taught the children Spanish and English songs with the aid of a guitar. The advisory board was very active, and the open house was a success.

Pasco had an excellent reading program under the direction of a trilingual teacher. The class activities were very individualized with several stations.

College Place had very close contact with the migrants at the County Labor Camp. The school served the true migrant well, as did the day care center located at the camp. Classes were departmentalized, and the open-house program was presented at the camp.

Burlington-Edison District used a country school located close to several camps. Here is where a large majority of Texas children were at this time. The school served them well with a long-day session, a bilingual teacher conducting an excellent cultural program, and a day care center in the same building.

Mount Adams School at White Swan had staffing problems and could not provide the summer program it had in previous years. It only had a swimming program for all children of the community.

Workshops and inservice training are provided mainly through the Center for the Study of Migrant and Indian Education located at Toppenish, in the Yakima Indian Reservation. The Center is a project of Central Washington State College and is provided with migrant funds. Teacher inservice courses offered during the regular and summer terms are in the areas of Health Education; Art--cultural; Music--cultural; Outdoor Education; Bilingual Education; Bicultural Education; Selection, Acquisition, Evaluation, and Use of Free Materials; Vocational Education; and Use of the video-tape in the classroom. Workshops are implemented in Language Games, Individualizing Instruction, and Educational Television with sessions in five general areas of the State. Training for teachers and aides includes orientation of ethical and legal responsibilities in

working with migrant children, sensitization to the cultural backgrounds of migrants and the fundamental concepts basic to the physical and emotional growth of children, and the development of methods through which aides and teachers can effectively together meet the needs of migrant children.

The Intermediate School District #104 Training and Materials Center is a smaller center that serves schools in the Columbia Basin with production services, instruction material circulation, and workshops for teachers and aides. Both centers are planning, in the future, to conduct the training more during the regular school term while the migrant children are in attendance. Workshops for administrators are also in the planning for the future.

Education and supportive program services are coordinated with funds and services of other agencies. State agency consultative services include the migrant program supervisor and consultants and staff meetings are held monthly. School survey teams from the office of the State Superintendent of Public Instruction evaluate some districts implementing migrant programs. The State Supervisor is an active member of the Governor's Interagency Task Force for Migrant Affairs, together with representatives of the State Health Department, State Department of Employment Security, Department of Public Assistance, Department of Agriculture, and Department of Labor and Industries. This group meets monthly. The Centers and the SEA work closely with the Department of Health and the Division of Helath Education. These agencies cooperate with and support a Farm Workers' Health Clinic in the Yakima Valley. The State Supervisors of School Food Services and the Supervisor of Migrant Programs work closely together. Day Care Centers funded by OEO through NRO are closely coordinated with the school programs during regular term. Many civic organizations are involved with local projects. In addition, the consultants for dissemination of migrant education information from the SEA spend a good deal of time meeting with and talking to civic groups over the State to explain migrant programs and receive comments, criticisms, and recommendations.

In general, the housing in camps was fair. Camps are usually operated by growers such as Green Giant, Stokeley-Van Camp, Del Monte, Prosser Packers, and Calpack. Available also are some camps operated by counties. The Labor Agency checks the interstate housing owned by the growers. The County Health Departments also check these camps, plus the other camps in the area. Many labor camps have been shut down because they did not meet up to par and the owners did not propose to improve them. Many of the farmers offer almost year-around work for one or two families and provide them with fair housing. Some communities have low-income housing units. There are still housing problems for migrants, especially for Anglos who camp out along the rivers.

Three row crops (beets, hops, asparagus) and three fruit crops (cherries, apples, pears) account for the work of almost 70% of the migrants. Approximately 11,000 migrants work in these crops from March to October. About 55% are Anglos and 40% are Mexican Americans. 1,700 are recruited from other states by the large growers.

There are two main influxes of migrants during the year. They start arriving in March and cut the asparagus during April, May, and June. The cherries are picked in June and part of July. At this time, many migrants start leaving for other states or to the northwest coast of the State for strawberry picking in June and July. Again the State is swarmed with migrants in late August, September, and early October to harvest the hops, apples and pears. Some migrants stay in the area from March to October hoeing sugar beets and working with the hops. Other crops that provide work for migrants are green beans, peas, potatoes, grapes, lettuce, mint, onions, and raspberries.

The concerned people of Washington have done much to alleviate the hardships of the migrants, as is evident in the many migrants who have settled in the area. The children of these settled migrants or stagrants now have more opportunities, especially that of attending regular school term for nine months. But we must not relax now--there are still many ture migrant children not being served in summer schools. The majority of migrants served in summer were stagrants. Not that they don't need help, but the true migrants should be the primary target. We cannot say, "This is just a summer program," because, to the true migrant, it may be the only time he attends school--besides a few months in regular term, if any.

One of the key factors in bringing in the true migrant is a full-time bilingual home visitor who knows the area and who constantly checks the camps. We must be careful in choosing this person, because he can do more harm than good. Churches can usually give good leads. We must go out and sell education to migrants because they will not come to us. On the state level, a brochure listing the time and places of the summer programs would surely help. The Center at Toppenish has plans to train home visitors next year.

The long school day in three of the schools was very advantageous to the true migrant families and their needs were met well. More of the migrant children are around the area in June than in July, so the summer programs should begin as soon as possible after the regular term.

Texas and Washington should work together in a problem I was unaware of until I came here. Migrant parents arriving in April and May claim their children have terminated the school term in the seven-month programs in Texas. By Washington laws, children should be in school at that time. Perhaps the migrant record system will help by supplying the

number of days children have attended elsewhere, and we may require children to attend a certain number of days. The two states should also have some kind of teacher exchange for a year, maybe, so that the teachers would not lose any benefits in their home state when they return.

This was a very enjoyable summer for me and my family. I gained and grew much in knowledge of migrants as well as in many other areas. I know my capabilities as a migrant teacher have expanded much this summer. My sincere thanks to the wonderful people in Texas and Washington who made it possible.

-- Ricardo A. Solis